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# Impact of the Impressions Program and Whole Language on Third Graders in the Hilton Central School District

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IMPACT OF THE IMPRESSIONS PROGRAM  
AND WHOLE LANGUAGE  
ON THIRD GRADERS IN THE  
HILTON CENTRAL SCHOOL DISTRICT

FINAL THESIS

Submitted to the Graduate Committee of the  
Department of Curriculum and Instruction  
State University College at Brockport  
in Partial Fulfillment of the  
Requirements for the Degree of  
Master of Science in Education

by  
Virginia W. Maier  
Brockport, New York  
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DEPARTMENT OF EDUCATION AND HUMAN DEVELOPMENT

FINAL PROJECT/THESIS PROPOSAL  
(FILL OUT IN TRIPLICATE)

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Advisor Dr. Donald Johnson

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Short Description of Proposed Project/Thesis:

Hilton Central School District has implemented a new reading program called Impressions (published by Holt, Rinehart & Winston of Canada, LTD.) based on a whole language approach to language arts. The Impressions program heavily integrates listening skills, writing skills, reading skills and speaking skills on a daily basis. The program is being offered to all first grades and all second grades in the district. At the third grade level, however, only 2 out of 11 classes are participating in the new program. Two classes not participating in the Impressions program and who used a traditional approach to reading instruction were picked by closely matching teacher age and style. A third group that was using a mix of traditional instruction and some whole language instruction, but not the Impressions curriculum, was also picked for comparison. Each group was made up of approximately 50 students. The purpose of this study is to compare the three groups in order to determine whether there is any significant gain in reading ability as determined by mean scores achieved on the Stanford Achievement Test (SAT).

Pretest data for each group will be collected based on SAT scores from May, 1986. Posttest data will then be collected in May, 1987 following administration of the SAT. The groups will be compared via the dependent t test, testing the significance of mean scores at the 95% confidence level.

Approved by Project/Thesis Advisor Donald H. Johnson Date 12-12-87

Approved by Second Faculty Reader        Date

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## INTRODUCTION:

The Hilton Central School District implemented a new Language Arts program during the 1986-87 school year. This new program is a whole language based program, called Impressions. This program is different in that it incorporates all of the language arts skills - speaking, listening, reading, and writing - into one program.

The purpose of this thesis is to determine if there is any statistically significant advantage manifested as a result of the use of the Impressions program. This will be determined by an analysis of test scores achieved by the third grade students on the PEP test administered to all third graders during May, 1987.

The Impressions program was taught to all first grades and all second grades in the district. At the third grade level, however, 2 out of the 11 classes participated in the new program. Two classes that did not participate in the program, and which used a traditional approach (basal series, workbooks and distinct reading groups), were picked to compare to the two classes using Impressions. They were picked by matching teacher age and style, as closely as possible. A third group that was using a mix of traditional

instruction and some whole language instruction, but not the Impressions program, was also picked for comparison. Each group was made up of approximately 40 students.

Data was collected for each group to establish equivalence by comparing SAT test scores from the end of second grade, administered in May of 1986. These scores will then be compared to test scores from the PEP test administered at the end of third grade in order to determine if there is any statistically significant improvement as a result of one year of instruction with the Impressions program.



## BACKGROUND:

After a year's study of eleven reading programs, the Hilton Central School District implemented a new language arts program during the 1986-87 school year called Impressions. This program was used by all first grades and all second grades. It was introduced at the third grade level, however, as a pilot program.

Since the third grade series was just being published by Holt, Rinehart, Winston, only three third grades used the program. The teachers were chosen because of an interest in whole language, experience with teaching third grade, and/or attendance at a five-day institute during August of 1986 at SUNY Geneseo on "Language and Literacy." One of these three classes was an alternate class made up of students not quite ready for third grade, some of whom were learning disabled, but who were not retained in second grade. Because of their special circumstances, they were not included in this study. In this study, Group A is the two classes piloting Impressions. Of the remaining nine third grade classes, seven continued to use the traditional approach to reading - a basal series and workbooks, Building Dreams published by American Book Company, and separate reading groups for each level of reading ability. This is Group C in this study. The

remaining two classes used a whole language approach to reading with the same basal series and workbooks as was used by the other seven classes in Group C. This is Group B.

Impressions was chosen because the district felt that it best incorporated what the State Education Department curriculum recommended, what current research recommended, and what it felt best met the needs of the district's students. The program combines listening, speaking, reading, and writing skills. It can be used by all ability levels. All children participate in the program "in a variety of ways depending on their own stage of development. We recognize that children learn to read by reading and to write by writing (Hilton Central Schools, 1986)."

The program was chosen because of the quality of its written material and its age-appropriateness, as well as its beautiful and motivating illustrations. Its literature is rich in natural language patterns, making it easier for students to use their existing language skills as well as experiencing new ones. The series is based on the research of Don Holdaway, Kenneth and Yetta Goodman, Bruno Bettelheim, Margaret Clark, Margaret Meek, Frank Smith, Joan Tough, Ruth Beall, and Betty Jane Wagner to name but a few.

Writing is a daily part of this program, in the

form of labeling, letter writing, stories or poems. Students are encouraged to pattern their writing after text material, suggested related topics, or topics of their own choosing. Writing begins in the first grade. "Children want to write. For years we have underestimated their urge to make marks on paper. We have underestimated that urge because of a lack of understanding of the writing process..." Donald Graves (1983) tells us. Children are encouraged to use invented spelling. Lucy McCormick Calkins tells us, "When children write, they reach for the skills they need. When children ask the questions and raise the dilemmas, skills are learned in context. (Graves, 1983)"

Children are given the opportunity to share their writing with their peers and are encouraged to conference with their peers to help develop a sense of audience. Suggestions for improvement or change from peers helps the young writer to further develop writing skills. The teacher acts as a model for new skills and conferences with the child as well, evaluating and guiding progress. New skills are taught in context, as needed. Research has indicated that teaching grammar skills in isolation does not improve writing ability (Petrosky, 1977). Experience with writing follows a natural pre-writing, revising, editing, and publishing

sequence.

The basic philosophy of Impressions is as follows: (Holt, 1986)

1. Reading is a meaning-seeking process.
2. The language arts should be integrated.
3. To understand print, the reader uses three different kinds of information: background experience, context clues (semantic cues); knowledge of how language works (syntactic cues); and knowledge of print symbols, picture clues (grapho-phonemic cues).
4. Children need access to all kinds of print.
5. Children should have the best language models.
6. Language is a major tool of learning.
7. Rhythm, pattern, and familiarity provide language "hooks" for children to hang their ideas on.
8. Language learning is not a solitary activity.
9. Children need to be able to use language for many different purposes, such as explaining, describing, problem-solving, hypothesizing, prioritizing, questioning, answering.

10. Successful and appreciated writing experiences should be a natural part of each child's day to day language activities.

11. The child's own language is a major resource.

12. Every child has the right to feel that he/she is a successful member of the larger group.

Reading selections include nursery rhymes, chants, songs, folk and fairy tales, poems, stories, pictures for storytelling, and non-fiction features. Children are encouraged to chant, sing, choral speak, mime, role-play, and memory read. Tapes of every selection are provided so that students can read along by themselves, encouraging fluent reading.

Listening and speaking skill development is encouraged with activities provided for child to teacher, child to child, child to small group, and child to large group listening and speaking. (See Appendix A.)

The reading selections integrate semantic cues, syntactic cues, and phonographemic cues to help the child develop meaning. (Appendix B). Teaching suggestions are provided so that the same selection can be used by the beginning reader, the developing reader, and the independent reader. The beauty of this program

is that an observer would find it difficult to identify at which stage a particular student is. Reading aloud to children, shared reading, and choral reading are also an integral part of each reading unit.

A typical Impressions lesson plan starts with the selection as a whole and then works down to smaller units of instruction - the sentence, then the word, then the letter (Appendix C). The Appendix contains a summary of the Impressions program provided by its publisher Holt, Rinehart & Winston. An example of a lesson plan is also included to illustrate how everything is brought together for the purpose of instruction.

This program was implemented in the Hilton classroom in a decidedly different approach from the traditional. Language arts instruction comprised a block of at least two hours every day. During that two hours, students received an integrated reading, writing, and spelling lesson. Time was set aside every day for silent reading on a book of the child's choice. (This was true, as well, for the alternate class not included in this study.)

The seven classes in Group C also received approximately two hours of language arts instruction, but instead of a two hour block of integrated instruction, they received approximately 30 minutes each

of spelling (with weekly spelling lists), handwriting, reading (basal text, worksheets, reading groups), and language arts. In many cases, story time was a story read to them by the teacher.

Group B, the two classes using a whole language approach with the same basal series as Group C, was set up with one class integrating reading, writing, spelling (with weekly spelling lists), and language arts into an approximately two hour block of time with handwriting later in the day and time for independent reading. The other class schedule closely resembled the schedule of a Group C class.

This then is a brief description of the programs in use and of the classroom schedules.

## STATISTICAL WORK-UP:

This statistical comparison begins by determining whether the three groups were equivalent at the beginning of third grade. SAT reading scores for each group from the end of second grade will be compared to see if there is any statistically significant difference. The groups are, once again, as follows:

Group A - using Impressions

Group B - using whole language with basal series

Group C - using traditional approach with basal series

The experimental hypothesis will be tested in the null form. Mean reading scores will be compared by a dependent t test.

## EXPERIMENTAL HYPOTHESIS:

H<sub>0</sub>#1: There will be no statistically significant difference when tested at the 95% confidence level between the mean reading scores of the three groups of students, where Group A is the group using the Impressions program, Group B is the group using an integrated whole language/traditional approach, and Group C is the group using a traditional approach to reading. This will be determined by comparing scores from their second grade SAT reading test.



## SAT Scores:

	Group A	Group B	Group C
1	108	107	113
2	76	79	95
3	107	87	84
4	86	69	96
5	118	96	113
6	107	103	111
7	119	117	116
8	118	112	116
9	54	101	112
10	113	100	118
11	66	101	91
12	75	102	117
13	117	102	106
14	116	83	98
15	120	77	53
16	119	100	116
17	95	113	72
18	106	104	104
19	116	94	95
20	101	87	117
21	115	90	89
22	60	112	92
23	59	89	112
24	115	109	62
25	118	87	111
26	87	91	50
27	114	99	117
28	80	110	59
29	83	107	91
30	112	102	119
31	72	103	109
32	51	109	100
33	61	103	87
34	104	119	115
35	104	119	107
36	99	98	104
37	93	98	116
38	67	91	96
39	85	121	97
40	82	95	
41	112	104	
42	83	81	
43	82	88	
44	104	81	
45	114	101	
46	81		

$n = 46$	$n = 45$	$n = 39$
$md = 102.5$	$md = 101$	$md = 104$
$\bar{x} = 95.087$	$\bar{y} = 98.689$	$\bar{z} = 99.385$
$s = 20.83$	$s = 11.99$	$s = 18.73$
$sk = -1.07$	$sk = -0.58$	$sk = -0.74$
$se = 3.07$	$se = 1.79$	$se = 3.00$

Confidence level: 95%

 $t(\text{req}) : 1.990$ 

Group A to Group B: 
$$\frac{95.087 - 98.689}{\sqrt{\frac{45 \times (20.83)^2 + 44 \times (11.99)^2}{89} \times \frac{1}{46} + \frac{1}{45}}} =$$

$$\frac{-3.60}{\sqrt{\frac{19525 + 6325.44}{89} \times (.02 + .02)}} = \frac{-3.60}{\sqrt{290.45 \times (.04)}} =$$

$$\frac{-3.60}{\sqrt{11.62}} = -1.06$$

Group B to Group C: 
$$\frac{98.689 - 99.385}{\sqrt{\frac{44 \times (11.99)^2 + 38 \times (18.73)^2}{82} \times \frac{1}{45} + \frac{1}{39}}} =$$

$$\frac{-0.70}{\sqrt{\frac{6325.44 + 13330.89}{82} \times (.02 + .03)}} =$$

$$\frac{-0.70}{\sqrt{239.71 \times (.05)}} = \frac{-0.70}{\sqrt{11.99}} = -0.20$$

Group A to Group C:

$$\frac{95.087 - 99.385}{\sqrt{\frac{45 \times (20.83)^2 + 38 \times (18.73)^2}{83} * \frac{1}{46} + \frac{1}{39}}} =$$

$$\frac{-4.30}{\sqrt{\frac{19525 + 13330.89}{83} * (.02 + .03)}} =$$

$$\frac{-4.30}{\sqrt{395.85 (.05)}} = \frac{-4.30}{\sqrt{19.79}} = -0.97$$

FINDINGS: The  $t(\text{req})$  for 89 degrees of freedom at the 95% confidence level is  $\pm 1.990$ . The  $t(\text{obt})$  from comparing Group A with Group B is  $-1.06$ , therefore we must accept the null hypothesis. The  $t(\text{req})$  for 82 degrees of freedom at the 95% confidence level is  $\pm 1.990$ . The  $t(\text{obt})$  from comparing Group B with Group C is  $-0.20$ , therefore we must again accept the null hypothesis. The  $t(\text{req})$  for 83 degrees of freedom at the 95% confidence level is  $\pm 1.990$ . The  $t(\text{obt})$  from comparing Group A with Group C is  $-0.97$ , therefore we must again accept the null hypothesis.

CONCLUSION: From the above findings, we are able to conclude that there is no statistically significant difference at the 95% confidence level between the three groups of third grade students at the beginning of third grade. This establishes equivalence among the three groups going into third grade.

In order to determine whether there is any statistically significant increase in mean reading scores at the end of third grade, test scores on the PEP Reading test will be compared by a dependent t test. Again, the hypothesis will be tested in the null form.

#### EXPERIMENTAL HYPOTHESIS:

$H_0\#2$ : Is there a statistically significant difference at the 95% confidence level in reading scores between the three groups of students, where Group A is the group using Impressions, Group B the group using the integrated approach and Group C the group using a traditional approach. This will be determined by comparing scores from their end of third grade PEP reading scores.

#### PEP Scores:

	Group A	Group B	Group C
1	51	44	42
2	25	30	37
3	47	26	26
4	45	40	37
5	54	52	50
6	34	45	53
7	52	50	53
8	53	43	53
9	21	29	50
10	51	43	45
11	38	44	45
12	34	31	51
13	53	29	53
14	53	27	39
15	52	31	27
16	54	49	51
17	34	44	26
18	53	54	34
19	51	35	41

20	42	38	40
21	52	44	39
22	44	48	36
23	36	42	49
24	53	53	13
25	50	36	54
26	42	41	41
27	50	37	49
28	33	38	33
29	25	51	38
30	30	37	53
31	27	45	53
32	21	46	46
33	26	50	33
34	39	46	45
35	29	53	47
36	49	46	39
37	34	42	56
38	15	43	44
39	34	45	54
40	45	51	
41	52	43	
42	46	39	
43	42	37	
44	50	43	
45	44	34	
46	37		

$n = 46$	$n = 45$	$n = 39$
$md = 44$	$md = 43$	$md = 45$
$\bar{x} = 41.35$	$\bar{y} = 41.64$	$\bar{z} = 42.95$
$s = 10.85$	$s = 7.43$	$s = 9.70$
$sk = -0.73$	$sk = -0.55$	$sk = -0.63$
$se = 1.60$	$se = 1.11$	$se = 1.55$

Confidence level: 95%

$t(\text{req}) = 1.990$

FINDINGS: The  $t(\text{req})$  for 89 degrees of freedom at the 95% confidence level is  $\pm 1.990$ . The  $t(\text{obt})$  from comparing Group A with Group B is  $-0.02$ ,

therefore we must accept the null hypothesis. The  $t(\text{req})$  for 82 degrees of freedom at the 95% confidence level is  $\pm 1.990$ . The  $t(\text{obt})$  from comparing Group B with Group C is  $-0.68$ , therefore we again accept the null hypothesis. The  $t(\text{req})$  for 83 degrees of freedom at the 95% confidence level is  $\pm 1.990$ . The  $t(\text{obt})$  from comparing Group A with Group C is  $-0.69$ , therefore we again accept the null hypothesis.

CONCLUSION: From the above findings, we are able to conclude that there is no statistically significant difference at the 95% confidence level between the mean reading scores for Group A, which used the Impressions program and Group B, which used an integrated whole language/ traditional approach; no statistically significant difference between Group A and Group C, which used the traditional approach only; and there is no statistically significant difference between Group B and Group C. From these findings, it can be concluded that using the Impressions program did not significantly impact on improved reading scores over and above the other two approaches that were also being used.

Group A to Group B:

$$\frac{41.35 - 41.64}{\sqrt{\frac{45 \times (10.85)^2 + 44 \times (7.43)^2}{89}}} * \frac{1}{46} + \frac{1}{45} =$$

$$\frac{-0.29}{\sqrt{\frac{5297.40 + 2428.8}{89}}} * (.02 + .02) =$$

$$\frac{-0.29}{\sqrt{5324.69 \times (.04)}} = \frac{-0.29}{\sqrt{212.99}} = -0.02$$

Group B to Group C:

$$\frac{41.64 - 42.95}{\sqrt{\frac{44 \times (7.43)^2 + 38(9.70)^2}{82}}} * (.02 + .03) =$$

$$\frac{-1.31}{\sqrt{\frac{2428.80 + 3575.42}{82}}} * (.05) =$$

$$\frac{-1.31}{\sqrt{73.22 \times (.05)}} = \frac{-1.31}{\sqrt{3.66}} = -0.68$$



Group A to Group C:

$$\frac{41.35 - 42.95}{\sqrt{\frac{45 \times (10.85)^2 + 38(9.70)^2}{83}}} * (.02 + .03) =$$

$$\frac{-1.60}{\sqrt{\frac{5297.40 + 3575.42}{83}}} * (.05) =$$

$$\frac{-1.60}{\sqrt{106.90(.05)}} = \frac{-1.60}{\sqrt{5.35}} = -0.69$$

Since the dependent t test indicated no statistically significant difference in mean reading scores as measured by the PEP test administered to the third grade students in May of 1987, a chi square comparison was made to determine any relationship that might exist and to reduce the effect that an extreme score might have had on the dependent t test. The information was presented in a 3 X 3 contingency table, Table 1, where teaching style is listed in the rows and score category on the PEP Reading test is marked as columns. The teaching styles considered were the Impressions program for Group A, the whole language approach with a basal series for Group B, and the traditional approach for Group C.

Scores on the PEP test were categorized as high, average, and low. High scores were determined to be those scores which were one standard deviation above the mean for the group. Low scores were similarly determined to be those which were one standard deviation below the mean. Average scores were those clustered around the mean. Scores that fell between these categories were dropped off. Table 2 is the chi square table for these statistics, and Table 3 is the observed and expected probability table.

OBSERVATIONS: At first glance, it appears that scores observed were somewhat higher than expected in the high and low categories for Group A (Impressions) but lower than expected in the average score category. Scores observed in the high category for Group B (whole language with basal series) were found to be lower than expected, while scores observed in the high and average category for Group C (traditional) were higher than expected.

Upon completion of the chi square and the probability table, it appears that the Row 1 cell, use of Impressions, becomes the common variable element. A conditional probability table, Table 4, was computed based on Row 1 as the common variable element.

CONCLUSIONS: Since the critical value of  $\chi^2$  for 4 degrees of freedom at the 95% confidence level is 9.50 and since the  $\chi^2$  obtained is 1.27, we retain the null hypothesis of independence and conclude that the two variables, style of teaching and PEP scores, are not related. The use of any particular style of teaching did not significantly affect scores on the PEP test for reading.

From Table 4, however, it can be observed that use of Impressions did have a positive influence on students

who obtained high and low scores on the PEP test, while it had no significant impact on students in the average score category. It was expected that 29% of the students in Group A would obtain a high score on the PEP test and was observed in that category at 32%. Similarly, it was expected that 24% would obtain a low score while, in fact, 26% fell into that category. While these differences are not dramatic, they are noteworthy, especially since this was the first year that the program was being used.

Since some positive increases were evident among students in Group A at the high and low range of test scores, I would recommend continuing to use Impressions and following up with further comparisons.

#### IMPLICATIONS AND RECOMMENDATIONS OF THIS STUDY:

The study began by comparing the mean reading scores of three groups of third grade students - one group using the Impressions program, one group using a whole language approach along with a traditional approach, and one group using a traditional approach alone. The groups were given the same test at the end of second grade, which was the SAT for Reading. Comparing the test results for the groups indicated that there was no statistically significant difference between the three and that the three groups were equivalent.

At the end of third grade, the students were administered the PEP test for Reading. By comparing the test results for each group, it is apparent that there is no statistically significant difference in mean reading scores for any one group. Therefore, no one group benefitted in increased mean reading scores than another because of the particular teaching approach used.

This is not to say that the Impressions program is not beneficial. The chi square comparison indicated that it did benefit students who tested in the high and low categories on the PEP test. It may be that the PEP test for Reading does not effectively measure benefits to be gained by using the Impressions program. There

may be another testing instrument that better demonstrates the benefits of Impressions. It may also take more than one year for the benefits of this program to be evident in increased scores. Scores should be monitored over two or three years in order to come up with a better picture of overall benefits.

I would also suggest that the SAT reading scores for second grades be monitored and compared to see if there is any statistically significant increase in reading scores at that level. A comparison of this year's SAT scores with last year's second grade scores might yield positive results through comparing a year of traditional instruction for all grades for 1985-86 with a year of Impressions with all second grades for the 1986-87 school year.

Reading is only one segment of the Impressions program. Since writing is also an integral part of the program, assessment of writing should be included for a comprehensive impact study. For the purposes of this study, however, there was no test instrument available to provide statistics to compare this aspect of the overall program. Teachers in the district maintained cumulative folders with writing samples from each student and were able to compare progress from the beginning of the school year to the end. In most cases, they were presented with a file indicative of noticeable

progress by the end of the school year.

If a reliable and valid attitudinal survey could be devised, I recommend that it be administered to the groups to see if there would be any noticeable difference in attitude towards reading, writing, listening, and speaking. Unfortunately, an instrument of this type was not available for the purpose of this study. Since all of these students will be participating in the Impressions program during fourth grade, this unique opportunity to test attitudinal differences between the groups, unfortunately, will be lost.

It should also be noted that as a result of Impressions, a great deal of excitement about writing was generated amongst the students and teachers in the two grades using the program. This excitement was infectious to the point that many of the remaining third grade teachers expressed an interest in obtaining materials from the program and implementing them in their own classrooms.

One last observation that should be noted is the tremendous increase in circulation of library books at both libraries in the elementary schools at Hilton. The librarians strongly felt that this increase was due to increased interest in reading due to Impressions.

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APPENDIX A  
STUDENT PARTICIPATION IN LISTENING  
AND SPEAKING DEVELOPMENT WITH IMPRESSIONS

## S t u d e n t   P a r t i c i p a t i o n

## CHILD -----TEACHER

reading conference  
 writing conference  
 relate personal experiences  
 individual instruction  
 questioning  
 read aloud

## CHILD -----CHILD

collaborate  
 relate personal experiences  
 story telling  
 reading aloud  
 dramatic play

## CHILD ----- SMALL GROUP

discuss  
 writing conferences  
 book talk  
 collaborate  
 problem solving  
 organizing  
 dramatic play  
 read aloud  
 story telling  
 relate personal experiences

## LARGE GROUP

book talk  
 reporting  
 drama  
 discuss  
 organizing  
 read aloud  
 story telling  
 relate personal experiences

**APPENDIX B****CUEING SYSTEMS IN IMPRESSIONS**

# THREE CUEING SYSTEMS

## 1. Semantics

— does it make sense?

## 2. Syntax

— does it sound like language?

## 3. Phonographemic

— how does this word sound?

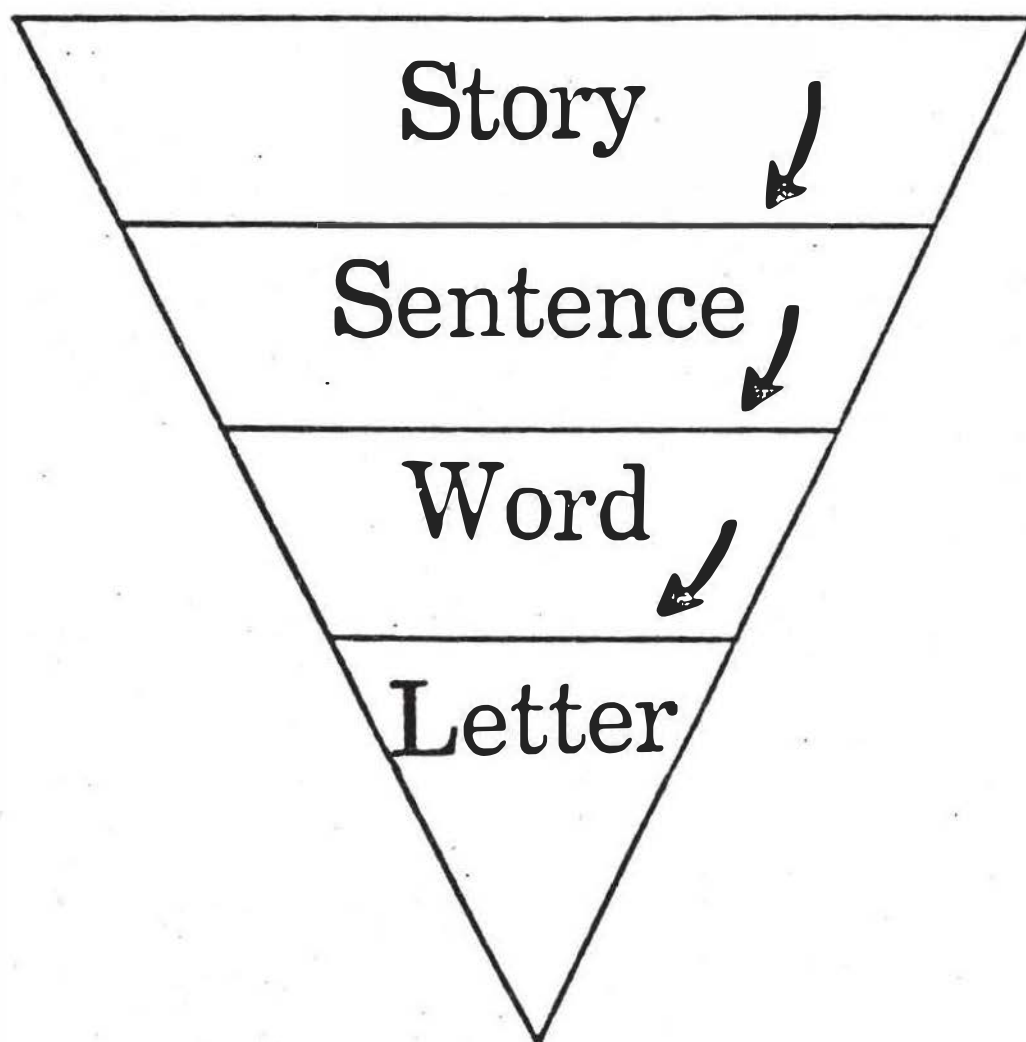


## APPENDIX C

## IMPRESSIONS MODEL OF READING INSTRUCTION

APPENDIX C

# PSYCHOLINGUISTIC MODEL OF READING INSTRUCTION



*“Top-down”*



**APPENDIX D****IMPRESSIONS RESOURCES**

S H A R E D   R E A D I N G   B O O K S

Enlarged print allows students to see reading process in action.

Confirm and expand knowledge that language is rooted in print.

As teacher reads and points to words & children chime in:

left-to-right progression

top-to-bottom sequence

beginning of lines

repeated words or lines

direct speech

and much more is reinforced.

Selections chosen for contagious rhythm

refrain patterns

familiarity

All selections found in student reader.

L I S T E N I N G   T A P E S

Provide another medium through which children can experience the literature.

ALL selections are on tape, with suggested activities in Teacher's Resource Book, where appropriate.

Provide model of fluent reading.

Use to introduce selection

assist as children read the text

for rereading

for the joy of listening to literature



STUDENT BOOKS

Activities focus on:

Comprehension which involves:

reconstructing

interpreting

evaluating

extending

Word Identification

Spelling



phonetic and

structural analysis

Composing - generation of ideas and language

Transcribing - mechanics of writing

punctuation

capitalization

formats

TEACHER ANTHOLOGY

Provides stories and poems to read aloud to the students.

Children experience quality literature they could not read alone.

Selections include:

- nursery rhymes

- folk and fairy tales

- legends

- contemporary stories

- poetry

Grouped in units to correspond to units in Readers.

Activities and teaching strategies in teacher notes.

Promotes:

- love of literature

- increasing awareness of language of literature

- sense of story

- rhythm and images of poetry

- variety of literary structures, patterns & styles

Saves time and frustration of trying to find "recommended reading" selections in the library.

TEACHER RESOURCE BOOK

Overview of Impressions program, its goals & objectives.

Lesson plans for each selection.

Strategies for integrating other components.

Strategies for organization & management of multi-level aspects of program.

Lesson plan includes:

Before the Selection

Preparation for concepts & vocabulary in selection with activities suggested for discussion, painting, class lists, etc.

Experiencing the Selection

Alternative strategies for reading/experiencing selection

Responding to the Selection - ideas for:

writing

discussion

painting

reconstruction

drama

mime

games

Language Study

List of highlighted words for each selection

Pre/post activities for Student Book pages

Across the Curriculum

Strategies to encourage personal writing

Stories and poems for further listening, reading & drama

Related activities for other areas in curriculum

Evaluation Masters

Reproducible pages designed to help teachers monitor development in all aspects of language areas and to plan appropriate instruction.

Profiles & checklists

**APPENDIX E****IMPRESSIONS MODEL LESSON**

## APPENDIX E

I M P R E S S I O N S   L E S S O N   P L A N

Students progress from experiencing & responding to selection as a whole to activities that deal with smaller units of study

Material organized into units, each about 1 week's work.

Each unit contains 2 - 4 literature selections in readers.

Different methods & strategies provided for students:

beginning

developing

independent

ALL students share SAME literature, but respond at their level:

listen to teacher read selection aloud

listen and read along with tape

read independently

read independently AFTER experiencing it first

Responding to Selection offers great variety:

group activities

independent activities

discuss

paint

write

investigate

oral reading

research

develop word lists

pattern writing

manipulate vocabulary/language structures

apply higher-order thinking skills

Language Study relates to Student Book with opportunities to experiment with language structures from the literature.

List of "highlighted words" from the literature

Promote word awareness & language development

Manipulate and use language in meaningful context

Word families, key words, auditory discrimination, or rhyme

## APPENDIX F

## IMPRESSIONS SAMPLE UNIT LESSON

## APPENDIX F

## IMPRESSIONS SAMPLE UNIT LESSON

# A GOBLIN LIVES IN OUR HOUSE *Traditional*

Page 41

*Good Morning  
Sunshine*

Appreciating literature  
Recalling and sharing  
information

THE MORE WE GET  
TOGETHER

Page 27

GOOD MORNING SUNSHINE

Page 41

TAPE

## BEFORE THE SELECTION

1. Reread "In a Dark, Dark Wood" (*When the Wind Blows*, page 7).
2. Discuss what is meant by "a haunted house." What stories, films, or TV shows do you know that are about haunted places?

## EXPERIENCING THE SELECTION

1. Say or read the poem aloud to the children.
2. Display the *Shared Reading Book* selection "A Goblin Lives in Our House." Read the poem. Have the children join in on the rhyming words as you point to them.
3. Read the poem chorally
  - in unison;
  - in four groups.
    - Group One reads lines 1–4.
    - Groups Two reads lines 5–8.
    - Groups Three reads lines 9–11.
    - Groups Four reads lines 12–15.
- Switch parts. Experiment with different voices and sound effects.
4. Have the children listen and read along with the listening tape.
5. Using the reader, have the children work in pairs. One child reads, while the other mimes the actions. Switch parts.
6. Have the children work in groups of three. One child reads, the second mimes the actions, the third adds sound effects. Switch parts.
7. Have the children read the selection independently.

1–3 are most suitable for beginning readers.

3–5 are most suitable for developing readers.

5–6 are most suitable for independent readers.

Some beginning and developing readers may be able to read the selections independently after methods 1 through 3.

All the children should have opportunities to read chorally, to work in pairs, and to use the listening tape.

## RESPONDING TO THE SELECTION

1. Discuss the goblin:
  - What do you think the goblin is doing when he/she thumps, knocks, and rocks?
  - Why would the goblin rattle at the locks?

Hypothesizing  
Relating literature to  
personal life



Making comparisons

Choral dramatization

WRITING RESOURCE CENTRE

Page 73

Hypothesizing

Organizing information

—Have you ever heard sounds like these in your house? What do you think made these sounds?

—Is this goblin scary?

2. Discuss which poem is scarier, this one or "In a Dark, Dark Wood." Have the children give reasons for their choices.

3. Have the children tape a reading of the poem with sound effects.

4. Discuss how the children take care of their pets:

—What does it eat?

—Where does it sleep?

—What does it do to have fun?

—How did you choose its name?

Have the children read the title of the page and the instruction headings. After completing the page, the children may share their responses.

## LANGUAGE STUDY

**Highlighted Words** knock rock lock goblin house our lives

STUDENT BOOK

Page 21

**Pre-Activity** Print the poem on chart paper and cut the lines apart in strips. Give each strip to a child (or a group of children). As you or a child reads the poem aloud, have the children holding the strips arrange themselves in order. Next, have each child read his/her line to create the poem. Repeat this procedure, changing the strips amongst the children.

Reconstructing

**Activity** Have the children complete the lines to reconstruct the poem.

**Post-Activity** Have the children pattern the poem as follows:

A \_\_\_\_\_ lives in our house,  
in our house,  
in our house.

A \_\_\_\_\_ lives in our house  
all the year round.

He \_\_\_\_\_  
and he \_\_\_\_\_  
and he \_\_\_\_\_  
and he \_\_\_\_\_...

STUDENT BOOK

Page 22

Sentence writing

**Pre-Activity** Discuss the rooms in the children's homes; make a list. Discuss what goes on in each of the rooms.

**Activity** Have the children use their own experience to complete the lines; reread their stories.

**Post-Activities** Have the children share their responses, then choose one line from their page to illustrate and label.

# ACROSS THE CURRICULUM

## Composing

### 1. Language Arts

**PERSONAL WRITING** The children's work will need to be edited before it is published or displayed. The following guidelines may be helpful:

- As a general rule, the children should be responsible for as much as they know how to do. If there are words that they know how to spell or that are in their personal word banks, they should make the corrections. If they know how to use quotation marks, they should be responsible for putting them in. The final conference may provide an opportunity to teach the child one of these skills. Editing the child cannot do should be done by the teacher or by another student.
- Invented spellings should be changed to standard spellings.
- Punctuation and capitalization should be added.
- The child's words and syntax should not be changed. If the sentences are not easily understood, this should be discussed in the conference. The child may then take the opportunity to clarify or rewrite the language. If the language is still incomprehensible, the child needs to learn this through audience reaction. Through the conference, the teacher can be the first audience to give the child a sense of the possible audience reaction.
- If possible, some of the child's pieces should be typed, particularly if the child has difficulty transcribing.

**LISTENING** Read "Mrs. Beggs and the Wizard" aloud to the class.

Read "Upstairs, downstairs," by Evelyn Abraham, aloud to the class.

#### UPSTAIRS, DOWNSTAIRS

Upstairs, downstairs,  
Creeping like a mouse,  
Creeping in the darkness  
Round and round the house.  
Creep, creep, creeping,  
Round and round about—  
I hope the wind won't come inside  
And blow my candle out.

Read Mercer Mayer's *There's a Nightmare in My Closet* (Dial Books Young, 1976) and *The Terrible Troll* (Dial Books Young, 1968). These two stories are about scary but appealing monsters.

**WORD AWARENESS** Have the children use clues to figure out compound words. For example:

Light from the sun = sunlight

Yard around a barn = \_\_\_\_\_

A spoon for tea = \_\_\_\_\_

A shake made of milk = \_\_\_\_\_

Have the children make up clues for other children to solve. Make a collage of compound words.

### 2. Environmental Studies

Discuss creatures that might live in your house or garden, such as, bugs, mice, worms, birds, and squirrels. Have the children share information about the homes these creatures make, the problems they cause, their behaviour, and so on. Which of these creatures might be mistaken for a goblin?

See Experiencing the Selection, 3 and 6, and Responding to the Selection, 3-4.

#### For more about

- The Stages of Reading, see page 14 and Bibliography for Reading Theory, page 22.
- Beginning Writing, see page 18 and Bibliography for Beginning Writing, page 23.

## TEACHER ANTHOLOGY

Page 55

Appreciating literature

## Developing vocabulary

## Recalling and sharing information

## APPENDIX G

## SCHEDULE FOR GROUP A

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

8:40

8:45

8:55

9:05

9:15

9:25

9:35

9:45

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2:45

2:55

Math

Art

Math

P.E.

P.E.

Music

Math

Music

Math

Math

LANGUAGE BLOCK

Impressions

Creative Language

Spelling

etc.

12:42 -

1:12

L

U

N

C

H

Story

Handwriting

S.S.

News  
Trails

S.S.

S.S.

S.S.

Religious

Sci.

Instruc.

Sci.

Sci.

Sci.

## APPENDIX H

## SCHEDULE FOR GROUP B

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

8:40  
8:45  
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3:05

MUSIC

GYM

MUSIC

ART

GYM

READING,

WRITING,

SPELLING,

LANGUAGE ARTS

L

U

N

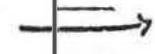
C

H

INDEPENDENT READING



STORY



HANDWRITING

M

A

T

H

S.S. / Science, etc.



## APPENDIX I

## SCHEDULE FOR GROUP C



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Children  
8:40  
8:45  
8:55

Children sharpen pencils before 8:45.  
Lunch counts, Pledges, day, date, any

announcement

Math

Math

Math

Gym 9:05  
Mrs. Colinger  
(south east  
doors)

Math

Hand-  
writing

Art  
9:35-10:15

9:40-10:15  
Gym  
Mr.  
Carlier  
(north doors)

Math

Handwriting

Music

10:10-10:45

Hand-  
writing

Handwriting

Hand-  
writing

Music

10:10-10:45

Spelling

Spelling

Spelling

Spelling

Spelling

Explain and pass around reading seat work.

Building Dreams I - begin

L

L

N

C

H

Stop at bathrooms after lunch.

Building Dreams I - complete

Building Dreams II

collect seatwork, read story

Language

Language

Language

Language

SS/Sci

SS/Sci

SS/Sci

SS/Sci

Clean room, desks, do jobs

Dismissal at approximately 3:00. Dismiss at bell.  
All on bus duty, dismissal at 2:45 bell.



TABLE 1

PEP Style Score of Teaching	High	Average	Low	
A	11 9.76	14 16.5	9 7.74	34
B	9 10.34	19 17.47	8 8.2	36
C	9 8.9	16 15.04	6 7.06	31
	29	49	23	101

Contingency Table

TABLE 2

Chi Square Table

	$f_o$	$f_e$	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
<hr/>					
R1C1	11	9.76	1.24	1.54	0.16
R1C2	14	16.50	-2.50	6.25	0.38
R1C3	9	7.74	1.26	1.59	0.21
<hr/>					
R2C1	9	10.34	-1.34	1.80	0.17
R2C2	19	17.47	1.53	2.34	0.13
R2C3	8	8.20	-0.20	0.04	0.00
<hr/>					
R3C1	9	8.90	0.10	0.01	0.00
R3C2	16	15.04	0.96	0.92	0.06
R3C3	6	7.06	-1.06	1.12	0.16
<hr/>					
				$\chi^2 = 1.27$	

TABLE 3

Observed and Expected Probabilities

	C1	C2	C3	
R1	.11 / .10	.14 / .16	.09 / .08	.34
R2	.09 / .10	.19 / .17	.08 / .08	.36
R3	.09 / .09	.16 / .15	.06 / .07	.31
	.29	.49	.23	1.00

TABLE 4

Conditional Probability

$$P(R1C1) = .11/.34 = 32\% \text{ observed}$$

$$= .10/.34 = 29\% \text{ expected}$$

$$P(R1C2) = .14/.34 = 41\% \text{ observed}$$

$$= .16/.34 = 47\% \text{ expected}$$

$$P(R1C3) = .09/.34 = 26\% \text{ observed}$$

$$= .08/.34 = 24\% \text{ expected}$$